

# 2016 Annual Report to the School Community



School Name: East Bentleigh Primary School

School Number: 4837



East Bentleigh  
Primary School



Name of School Principal:	Maria Shearn
Name of School Council President:	Kym Mai
Date of Endorsement:	18 <sup>th</sup> April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education  
and Training



## About Our School

### School Context

East Bentleigh Primary School is located in the South Eastern Region. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. Our school grounds and buildings are well-maintained by proactive staff and parents.

In 2016, the enrolment of 349 students included 26 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 5. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse.

The school has 24.4 Equivalent Full Time (EFT) staff, two Principal Class, 22.4 teachers and 12.4 Education Support (ES) staff, as well as a number of specialist staff such as 3 instrumental teachers, 2 craft teachers and a dance and eurythmy teacher. Not included in the staffing numbers are the numerous people who work on a voluntary basis assisting children with literacy and numeracy, in the Stephanie Alexander Kitchen Garden Program, and in a multitude of other roles, including this year the wonderful volunteers from the Story Dogs program who do so much to raise the reading confidence of some of our students.

We offer a rich range of co-curricular programs on offer including the Stephanie Alexander Garden program, sport and physical education programs, Languages Other Than English (LOTE) – French, performing arts, music/drama, art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival.

Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. In 2016 students were organised into ten Steiner classes and six main stream classes. Class numbers in both streams are generally low with the exception of 2 larger classes and the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Australian Curriculum – moving towards the introduction of the Victorian Curriculum in 2017. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.

Having a unique situation in place at our school as a result of the two different curriculum streams, it is necessary to provide some understanding of the differences between the Mainstream curriculum and the Steiner Stream curriculum. The methodology of our Mainstream classes is similar to other state primary schools. We have some straight classes and some multi-aged classes that cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander Kitchen Garden Program from Class 3 -6 where they are immersed in practical, hands-on activities involved in gardening and cooking. Our mainstream classes are in our new flexible learning spaces that enable the teachers to provide a vibrant I.T.C. enhanced curriculum. Our students in our Mainstream also have the opportunity to tap into our extensive stringed based music program.

In the Steiner stream the Foundation child's school days are filled with creative, imaginative play where they are nurtured rather than taught, and are allowed to learn by example and through imitation. There is no emphasis on formal academic content in the Steiner Prep experience until term 4, although numeracy and literacy readiness activities such as singing, storytelling, poetry, dancing, finger plays, painting, drawing and handwork are part of the daily program. Letters are introduced imaginatively through stories and pictures. Much of the teaching in all subjects is done through stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is an essential component of Steiner



education. The oral approach is used all through Steiner education, and mastering oral communication is seen as integral to all learning. Regular singing and recorder playing from class one onwards, also dancing and rhythmic work undertaken each morning, all sharpen the powers of concentrated listening. Numbers are introduced in Class 1 and gradually between Class 1 and Class 3 understanding of the basic mathematical processes of addition, subtraction, multiplication and division is developed.

Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class four.

Our whole school approach to student wellbeing is based on restorative justice and positive education principles. Positive Education practices are embedded in all classroom and specialist programs. When moving around the school, a positive tone permeates the school environment, with a sense of harmony and wellbeing reflected in the behaviour and demeanour of our students.



## Framework for Improving Student Outcomes (FISO)

### **EXCELLENCE IN TEACHING AND LEARNING- Building Practice Excellence**

To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework)

- Review “Maths @ EBPS” and “ English @ EBPS” documents to ensure consistency across the school
- Implementation of 2016 Assessment Schedule with effective use of formative and summative assessment tools and the triangulation of data to ensure it is personalised and meaningful to all
- Moderation across the school to ensure all teams of teachers understand the requirements of certain levels of AusVELS in literacy and numeracy
- Formal and informal professional learning opportunities to enhance teachers’ confidence when teaching maths by further enhancing their content knowledge and supporting them to develop deeper understandings of concepts in maths
- Formal and informal professional learning opportunities to enhance teachers’ confidence when explicitly teaching writing by further enhancing their content knowledge.
- Equity funding used to support professional development of curriculum leaders and other staff

### **COMMUNITY ENGAGEMENT IN LEARNING- Building communities**

- Create opportunities for students to develop a ‘growth’ mindset, practice ‘good learning behaviours’ and be actively involved in their learning.
- Implementation of Social and Emotional learning across the school
- Professional learning, both formal and informal, for staff in relation to student cognitive engagement and participation in learning
- Students to take responsibility for their learning through meaningful learning goals, reflections and peer and self-assessment.
- Develop the individual and collective capacity of staff in relation to teacher effectiveness and relationships with students .
- Equity funding used to support the provision of Positive Education professional learning for staff.



## Achievement

Student achievement is at the core of all we do. We are proud of our achievement and improvement in student learning. Our NAPLAN data indicates that both our Year 3 and Year 5 students are performing at similar levels to like schools in Numeracy. Our Reading data which has always been very strong has dropped below similar schools in 2016. One reason for this decline is cohort driven in our Year 5 and that in Year 3 we had more students from our Steiner stream doing NAPLAN than ever before and that these children had just commenced more complex reading strategies in their comprehension, on top of which they were far less familiar with the format and design of the testing environment. Addressing this issue will be a major focus for 2017.

Teacher capacity is continually being strengthened through a targeted professional learning program based on our identified areas of improvement. We have strengthened our practices by working in Professional Learning Teams (PLT) and a whole school approach to literacy through the use of THRASS (Teaching Handwriting, Reading and Spelling Skills) training, the introduction of VCOP, Big Write in June in Literacy and whole school approaches to Numeracy. Regular professional learning sessions, particularly focused on the writing strand in literacy and the measurement strand and problem solving in numeracy will continue to strengthen teacher capacity. Writing, Reading and Numeracy – problem solving - are the domains which will receive our major focus in 2017.

A major goal in our strategic plan was to align our teaching in the core areas of Literacy and Numeracy. To achieve this aim we embarked on the development of whole school program development. Subsequently, ‘Maths at East Bentleigh’ and the accompanying ‘Literacy at East Bentleigh’ documents were completed in 2014 and reviewed and updated in 2016. Both of these documents clearly articulate the expectations and accountabilities required at each year level in each of these core areas at our school. This whole school focus on core curriculum delivery, notwithstanding our dual curriculum has developed well through the regular in school professional learning program where teachers have worked together in year level teams to interrogate student data and explore pedagogy. Teachers will continue to work in teams to improve the accuracy of their judgments relating to student achievement, which will in turn bring them more into alignment with external assessments such as NAPLAN. This will occur by ensuring teachers have opportunities to moderate student work samples. Our 2016 data demonstrates clearly that we have more work to do in this area.

Student Led conferences were a feature across the whole school in 2016. Students talked to their parents about their learning goals and how they set about achieving these goals. They showcased their work in all subject areas and parental feedback was very positive

Throughout the year we have continued to use a variety of on line assessment tools in order to improve teacher capacity to identify and plan a more differentiated curriculum for different ability levels. Students identified as being either 12 months above or 12 months below expected achievement have personal learning plans in place in order to pinpoint their next areas of growth.

Whole school assessment schedules in order to better track student performance over a number of years have



been embedded throughout the school and we plan to continue to focus on strengthening our capacity in the core areas of Literacy and Numeracy.

In 2016 we resourced a .8 and .4 literacy support specialist who worked in a variety of ways with children most in need. In some instances our literacy support teachers worked in a team teaching capacity in classrooms, sometimes with small groups and sometimes in a one to one capacity, depending on the needs of individual students.

**Curriculum Framework implemented in 2016**

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

**Engagement**

Our strong school connectedness scores in our Attitudes to School data reflects the value placed on relationships within our school.

We have a strong student leadership program which provides students with a forum to have input into school organisation and decision making. Our AUSVELS data indicates that one of the strengths of our literacy program is the speaking and listening domain. We strongly promote public speaking opportunities within our school. All senior students are involved in formal leadership roles which they are required to apply for through a rigorous application process involving a written and oral presentation to teachers and peers.

Student-led assemblies are a feature of weekly school life. The Buddy Programs, house captains facilitating fitness programs and peer mediators assisting in the yard also provide students with opportunities to develop leadership skills and to emphasis the school's values.

We have developed whole school events such as “Education Week” and “Literacy and Numeracy Week”, which enable staff to focus on relationship development and enhance positive student behaviours across the school, with older students actively engaging with younger students.

We believe our staff actively work towards developing positive relationships with students, using restorative justice principles.

Our students in years 3-6 all participate in the kitchen /garden program on a regular weekly basis. This program, with its hands on nature, is the perfect vehicle for embedding theoretical learning in the classroom into a real life context- literacy, maths and science in particular come alive in these sessions.

Our teachers plan engaging and differentiated classroom programs for our students which ensure student engagement.

Our proactive support staff work in collaboration with class teachers to ensure our 26 PSD students are achieving to the best of their individual abilities.





The average number of days absent per student is still above the state median and a focus for continuous improvement. Absenteeism by a small number affects the overall averages and some significant irregular attendance problems also have an impact. Overseas holidays also impact on this data. It is pleasing to note that the attitude towards punctuality has greatly improved throughout this year, although again a small number of families require continual monitoring. The school provides transition programs for entry into Prep and from Year 6 into Year 7 as well as year level to year level transitions. Specific transitions for our Steiner cohort from Year 3 to 4 have also been implemented. A Buddy program runs between Prep and Year 6 students. A formalised Prep transition program operates in November with incoming children attending school on four occasions. This program aims to introduce children to relevant staff and the school surroundings in preparation for the new year. Whilst the children are in the classroom, parents meet with the Principal and/or Assistant Principal and established parents who discuss how the school operates, its programs and expectations and answer any parent questions.

Visits to childcare centres and pre schools are a feature of the work that the school involves itself in. Similarly, the school works closely with a range of secondary colleges to ensure that our Year 6 students transition seamlessly into Year 7. Due to our demographic we deal with a large number of secondary colleges.

We provide additional support for transitioning students with additional needs by providing individualised transition programs based on each student's needs.



## Wellbeing

Our school's proactive stance on the value of forming strong and positive relationships is evident in our 'Attitudes to School' data. Scores in the wellbeing domains of student morale and student distress are strong and above the state mean. Parents also give us a rating in the 4<sup>th</sup> quartile for school connectedness and student motivation. We know the students value the relationships they have with their teachers at East Bentleigh P.S. Our emphasis on personal learning supports the development of autonomous learners, with a positive sense of themselves as learners. We provide activities for our students to develop an understanding of their strengths and their potential and importantly to look for these in others, no matter how different they may be from them. We aim to teach our students to develop the skills of goal setting and learning how to understand and manage their own emotions. Additionally we aim to develop resilience and dispositions that will support learning, all traits which will serve our students well as lifelong learners. These aspirations sit well with our stated school vision:

*East Bentleigh Primary School provides a rich, inviting, child focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong learning. Students develop into healthy individuals, actively contributing to the world in which they live.*

We have continued to develop our already strong student leadership program, ensuring that students have input into the life of the school. These include student-led assemblies, buddy programs, house captains facilitating fitness programs, peer mediators assisting in the yard, computer captains ensuring that all ICT issues are managed.

Positive Psychology principles underpin all we do at EBPS. Three senior staff members and the wellbeing team are leading the implementation of positive education strategies within the school. Once again in 2016 provision was made in the professional learning budget for staff to attend the 4 day residential Positive Education course at Geelong Grammar. These strategies are communicated widely, both within staff and parent communities.

We believe our staff actively works towards developing positive relationships with students. All students are aware that bullying and intolerance are not accepted at our school through a proactive whole school approach to behaviour management using restorative justice principles on which our whole school behavior management processes are based. Our Wellbeing strategic intent team led by our Wellbeing coordinator Lee Jellis has worked tirelessly on our Social and Emotional whole school program which provides teachers with excellent activities, strategies and resources to implement within their classrooms.

For more detailed information regarding our school please visit our website at [www.eastbentleighps.vic.edu.au](http://www.eastbentleighps.vic.edu.au)





## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 349 students were enrolled at this school in 2016, 178 female and 171 male. There were 14% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><a href="#">Teacher judgment of student achievement</a></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Lower</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>● Lower</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>● Lower</p> <p>● Higher</p> <p>● Lower</p> <p>● Similar</p>



## Performance Summary





Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57%</td> <td>29%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>43%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>47%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>47%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>47%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	57%	29%	14%	Numeracy	36%	43%	21%	Writing	47%	47%	7%	Spelling	33%	47%	20%	Grammar and Punctuation	27%	47%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Grammar and Punctuation	27%	47%	27%																							



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>88 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	88 %	93 %	93 %	93 %	89 %	91 %	<p><b>Results: 2016</b></p>  <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>  <p>Low absences &lt;-----&gt; high absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	88 %	93 %	93 %	93 %	89 %	91 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>



# How to read the Performance Summary

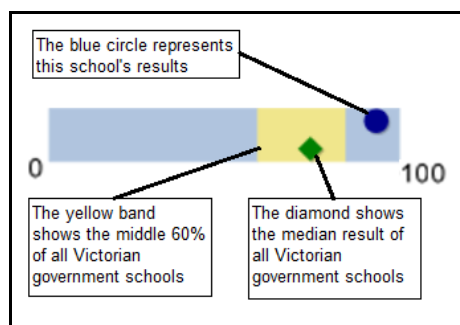
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

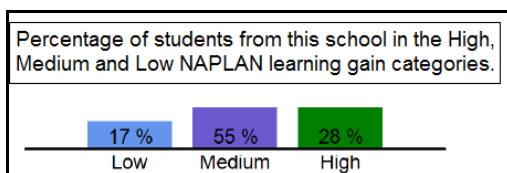
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,946,180
Government Provided DET Grants	\$380,760
Government Grants State	\$6,155
Revenue Other	\$27,350
Locally Raised Funds	\$593,037
<b>Total Operating Revenue</b>	<b>\$3,953,481</b>

Expenditure	
Student Resource Package	\$2,757,487
Books & Publications	\$6,943
Communication Costs	\$3,895
Consumables	\$104,460
Miscellaneous Expense	\$176,329
Professional Development	\$22,058
Property and Equipment Services	\$167,106
Salaries & Allowances	\$339,317
Trading & Fundraising	\$57,167
Utilities	\$25,790

**Total Operating Expenditure**      **\$3,660,553**

**Net Operating Surplus/-Deficit**      **\$292,928**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$155,745
Official Account	\$3,432
Other Accounts	\$42,700
<b>Total Funds Available</b>	<b>\$201,878</b>

Financial Commitments	
Operating Reserve	\$141,707
Asset/Equipment Replacement < 12 months	\$7,080
Maintenance - Buildings/Grounds incl SMS<12 months	\$107,540
Revenue Received in Advance	\$24,040
School/Network/Cluster Coordination	\$1,851
Other recurrent expenditure	\$11,366
<b>Total Financial Commitments</b>	<b>\$293,584</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

The allocation of resources in the form of program budgets and staffing is based on the needs of students. The school's purpose is to provide a challenging yet caring learning environment that will equip our students with the necessary skills and knowledge to become valued contributors to the community in which they live. Our aim is to provide a broad curriculum for all children. Program budgets are carefully targeted to support curriculum areas which in turn support the improvement of student learning outcomes. Adequate funding is an



ongoing issue of concerns for schools, therefore the management of resources must reflect the needs of the school which in turn leads to provide the best possible learning environment and learning opportunities for all students. During 2016, through judicious management the school was able to provide the necessary funds to continue our valuable but very expensive Kitchen Garden program for students in 3-6. The Bentleigh Farmers' Market on the back of the very hard work of many parents and staff has added to the school's finances allowing this valuable program to be adequately staffed and resourced.. Our financial processes continue to be efficient and well managed by our efficient Business Manager Jane Keen, ably assisted by our Office Manager Ann Tsiaves.

A major focus for expenditure in the future will continue to be in maintaining the efficient operation of the Kitchen Garden program for students in Years 3 to 6, as well as upgrading and maintaining much of our ageing current facilities and providing the diverse range of engaging real life programs throughout the school.

In 2016 our school was in receipt of a \$150,000.00 'School Pride' Grant for which we were very grateful to our local MP who lobbied on our behalf. We expended this money to make both structural and much needed aesthetic improvements to our school. Thanks to the hard work of our facilities team including parent Neale Delves, teacher Ramana Dean and business manager Jane Keen, we self-managed these projects ensuring every dollar was spent on improving our school.